**Procedure for Placing Students in Modified Courses in the NESD**

1. All students enroll in regular programming at the 10, 20, 30 levels unless otherwise stated within an Inclusion and Intervention Plan (IIP).
2. In the first month of course work, responsive instruction and diagnostic and formative assessment is attended to in relation to 10, 20, 30 level outcomes.
3. If, through the course of formative assessment, concerns begin to emerge, about a student’s ability to come to grade level understandings in a complete and timely fashion, a referral is made to the school’s Response to Intervention (RtI) Team.
4. The teacher, as part of the RtI Team, shares relevant and thorough data that pinpoints concerns. Strategies are decided upon and plans are put into place by the team. At this time, additional support personnel may be part of the solution. Classroom visits and observation may be necessary, in order to collect more specific data. Timelines are put into place.
5. Instruction continues with additional supports and strategies. Continuous monitoring of progress and adaptation and differentiation of instruction continues. The RtI Team continues to meet to monitor progress and adapt plans as needed.
6. If it is determined that, despite all attempts to adjust learning experiences, ways to demonstrate learning, environment, and time available to learn outcomes, the student is still exceedingly challenged by regular programming, modified programming will be considered.
7. Parents/ guardians are then made aware of the proposed changes to programming, with all pros and cons clearly outlined. If mutual agreement occurs, the student is provided with a provincially developed/ approved modified course of study. The student must then demonstrate learning of all outcomes from the modified curriculum.
8. The principal must approve all changes in programming.